



Missouri Headwaters State Park Indian Education For All Lesson

Title

The Missouri Headwaters: A Confluence of Cultures

Grade Level

4th

Content Area(s)

Social Studies; Science; Technology

Duration

Four 50-minute class periods

Goals (Montana Standards/Essential Understandings)

Essential Understanding 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Social Studies Content Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Rationale: The vitality and continuation of a democratic republic depends upon the education and participation of informed citizens.

Benchmark 3: Students will, as a result of this lesson, be able to identify the major responsibilities of local, state, tribal and federal government.

Social Studies Content Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Rationale: Students gain geographical perspectives on Montana and the world by studying the Earth and how people interact with places. Knowledge of geography helps students address cultural, economic, social, and civic implications of living in various environments.

Benchmark 4. Students will, as a result of this lesson, be able to describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.

Science Content Standard 6: Students understand historical developments in science and technology.

Rationale: Students need to understand that scientific knowledge was influenced greatly by societal influences. They also need to know that scientific advances have influenced society. For instance, the development of the atom bomb and the discovery that microbes cause disease, both had a major impact on society. Therefore, the use of history in school science programs is necessary to clarify different aspects of scientific discovery, to understand that scientific knowledge is publicly shared and to understand the role that science has played in the development of various cultures.

Benchmark: Students will, as a result of this lesson, be able to give historical examples of scientific technological contributions to scientific knowledge

Technology Content Standard 6: Students apply technological abilities and knowledge to construct new personal understanding.

Rationale: Technologies develop in response to the changing needs of the individual and society. Technological literacy implies not only understanding current applications of technology to common tasks and problems, it implies that students use technology to build new understandings, formulate novel hypotheses, and generate innovative solutions to challenging problems. Technological tools should be applied in ways that foster exploration and invention appropriate to the age and ability of the student.

Benchmarks: At the end of this lesson students will be able to accomplish the following:

1. Apply existing information to develop personal knowledge
2. Apply a variety of technologies to investigate a problem within content areas.
3. Apply personal understanding and technologies to solve a problem.

Introduction

Julie Kleine [Interpretive Specialist] tells me how the natural resources of this famous crossroads, historically known as the Three Forks, have attracted people for centuries. “Albert Gallatin never came here, never saw this river,” Kleine says with a smile, nodding at the Gallatin, named by Meriwether Lewis and William Clark in 1805 for the treasury secretary. “The Crow referred to it as the Cherry, or Berry River, for all the wild fruit they found along its banks. And the Madison was called the Straight River because, from high ground around the confluence, it appears to flow straight out of the mountains.”

People have been using this site for thousands of years. Kleine gestures toward a prehistoric mine in the low foothills on the west side of the Missouri, a river born where three smaller rivers mix and collide. Ancestors of the Bannock, Salish, Shoshone, Crow, and Blackfoot tribes traveled here to dig chert from the mine and chip the hard stone into tools and weapons. Evidence at the mine dates human use back almost 11,000 years.

Edible berries, abundant fish and game, and the thirst-quenching and navigable rivers were also valuable resources that made the Three Forks, which the Salish Indians called the Place of Many Rivers, a popular gathering spot known to Native Americans as far away as the Hidatsa, who lived near today’s Bismarck, North Dakota. “Indians also came to this area because of the Madison Buffalo

Jump,” says Kleine, pointing to the southeast where, 7 miles away, Indians once ran bison off an abrupt bluff to obtain meat, hides, and bones. “The jump was used for about 4,000 years and was last used about 1700,” she says. It was another 100 years before Lewis and Clark passed through the area.

Captain William Clark arrived at the headwaters on July 25, 1805, two days before Captain Meriwether Lewis. A few days earlier, Lewis had written in his journal: “*The Indian woman [Sacagawea] recognizes the country and assures us that this is the river on which her relations live, and that the three forks are at no great distance.*”

“As they traveled through Montana, the Corps of Discovery saw signs of Indians everywhere,” Kleine tells me as we hike along Lewis Rock, a high bluff on private property rising above the park’s picnic area. Here, Lewis first looked down on the headwaters of the Missouri, the confluence of three rivers he and Clark agreed to name the Gallatin, the Madison (after the Secretary of State) and the Jefferson (after the president, who sponsored the expedition). “In eastern Montana, Lewis and Clark saw a huge Sun Dance lodge with tepee rings. They saw wickiups [domed shelters] all along the riverbanks. They got to the Three Forks and the prairie had been burned, and they saw smoke in the distance. They knew thousands of people were living here and using the Missouri as their main waterway through this country. But they hadn’t come in contact with a single person for the whole distance of what is now Montana. So by this time they’re were getting very anxious. They were saying, ‘When are we going to run into somebody? ...’

Curtis, S. (2004).

The territory of the Blackfoot Nation, commencing at the mouth of Muscleshell River; thence up the Missouri River to its source [the headwaters at Three Forks]; thence along the main range of the Rocky Mountains, in a southerly direction, to the head-waters of the northern source of the Yellowstone River; thence down the Yellowstone River to the mouth of Twenty-five Yard Creek; thence across to the head-waters of the Muscleshell River, and thence down the Muscle-shell River to the place of beginning.

Fort Laramie Treaty of 1851(Kappler, Editor, 1904)

The [Lewis and Clark expedition] party observed signs of Assiniboiné and Blackfeet encampments, but the people themselves were absent. It may be, however, that Indians did observe the group's passage without making themselves [sic] known.

University of Nebraska Press (No Date)

Overview

The Missouri Headwaters, near Three Forks, Montana, is an area that was used historically and prehistorically by most of Montana’s contemporary Indian tribes, as well as others that no longer reside in Montana, such as the Shoshone, Nez Perce, Arikara, Mandan, and Hidatsa. The land comprising the Missouri Headwaters State Park represents a confluence of many cultures. Indigenous people used the land for more than 10,000 years before Lewis and Clark came there in 1805. In this lesson students will explore Montana’s seven Indian

Reservations and 12 different tribes. The Little Shell Chippewa Tribe is without a reservation or land base and members live in various parts of Montana. Tribes on reservations are listed as follows:

Reservation	Tribes who live there
Blackfeet	Blackfeet
Crow	Crow
Flathead	Salish, Kootenai, Pend D ' Oreille
Fort Belknap	Gros Ventre, Assiniboine
Fort Peck	Dakota, Assiniboine
Northern Cheyenne	Northern Cheyenne
Rocky Boy's	Chippewa-Cree

Materials or Resources Needed

- 1) Computers
- 2) Internet
- 3) Plants worksheet (Attachment A)
- 4) Highway map of Montana
- 5) Map worksheet (Attachment B)

Activities and Procedures

These classes are team-taught between the Social Studies/Science classroom teacher and the technology teacher.

Session 1—2 Class Periods, back-to-back

Class Period 1 (Technology Classroom)

- 1) Students: the teachers assist students with finding the following online text:
- 2) “Corps of Discovery.” To get to this page on the MontanaKIDS website, use the following directions:
 - a) Go to the MontanaKIDS website: <http://montanakids.com/LandCDiscoveryPoints.asp>”
 - b) Click on and read text of the following links on the left side of the page:
 - i) Discovery Points, when the map comes on the screen help the students find “Missouri Headwaters”
 - ii) Lewis
 - iii) Clark
 - iv) Sacagawea
 - v) Plants and Animals—only plants will be discussed in this lesson plan
- 3) Teacher Wrap up: facilitate a full class discussion: Students identify what they know about each of the topics. (NOTE: All students will probably not be able to access and read the text on all the pages, so, teachers may want to divide up the class and assign topics to different groups. Students will learn from each other’s explorations, through the full class discussion.)

Class Period 2 (Regular Classroom)

- 1) Teacher: Break students into seven small groups.
Teacher will provide an overview of the use of plants by Indian people in Montana before the arrival of Lewis and Clark. (NOTE: use the introduction to the lesson plan, or go to the website and read the article: <http://fwp.mt.gov/mtoutdoors/HTML/Articles/2004/HeadwatersSP.htm>

- a) Provide each group with pictures and texts pertaining to one of the following plant species that are found at Missouri Headwaters State Park and discussed in the online text in 1.a.v., above: Golden Current, Wild Onion, Flax, and Prickly Pear.
 - b) In addition, obtain pictures of the following plants that are found at the Headwaters and were used by American Indians for thousands of years before Lewis and Clark came there: Choke Cherry, Tall Tumble-Mustard, Wild Licorice.
 - c) Pictures of all seven species and texts describing their food, medicinal, and other uses are found in the English Names Index on the Montana Plant Life website:
<http://montana.plant-life.org/>
 - d) Prepare a worksheet for each of the seven groups. See Attachment A, an example worksheet rubric.
- 2) Students will turn in their group worksheets, which will be the assessment for this session

Session 2—2 Class Periods, back-to-back

Class Period 1 (Technology Classroom)

- 1) Students: the teachers assist students with finding the following online text: “Montana’s Past.” To get to this page on the MontanaKIDS website, use the following directions:
 - a) Go to: <http://montanakids.com/history.htm>
 - b) Scroll down and click on: Indian tribes
 - c) Scroll down and click on: Montana Indian Reservations and read the text on this page
 - d) Near the end of this text, click on and read the text about each of Montana’s seven Indian Reservations (NOTE: all students may not be able to access and read the text for all reservations, the teachers may want to divide the students into groups and each group explore one or more reservations.)
 - e) Allow the students time to print the text files for use in the Class 2, below

Class Period 2 (Regular Classroom)

- 1) Teacher: Facilitate a full class discussion around the following topic: Students identify what they know about the history and contemporary cultures of American Indians in Montana.
 Subtopics:
 - i) Lifestyle changes brought on by white settlement
 - ii) Identify the 12 tribes and seven reservations, and describe the special situation of the Little Shell Chippewa
 Assessment: Teacher grades students on their participation.
- 2) Teacher: break students into small groups, provide maps of Montana to each group (download or obtain free highway maps are provided by MDOT at:
<http://mt.gov/discover/statemap.asp>)
 - a) Before making copies of the fill-in map showing Montana’s Indian reservations, Attachment B, white-out the names of the reservations.
 - b) Provide each group with the reservations map. Each group will:
 - i) Using their copy of the Montana highway map, find the names of the reservations and write them on the fill-in map;
 - ii) In addition, write the names on their fill-in map of the Indian tribes living on each reservation. Remember: this information was provided by the MontanaKIDS website.
 - c) Assessment: evaluation of the group work in producing the information needed for the fill-in map

Assessment

See the Activities section above for formative assessment to measure student learning as they proceed through the lesson. Overall assessment: Write a 250-word essay about their perceptions of Montana Indians before and after the lesson.

Extensions (Online Materials and Teaching Aids)

Blackfeet Nation (2005). Downloaded from the Internet February 7, 2006 from <http://www.blackfeetnation.com/>

Chippewa-Cree Tribal Council (No Date). Rocky Boy's Reservation. Downloaded from the Internet February 7, 2006 from <http://tlc.wtp.net/chippewa.htm>

Confederated Salish and Kootenai Tribes (2003). The Flathead Indian Reservation Tribal Government website. Downloaded from the Internet February 7, 2006 from <http://www.cskt.org/hc/salishholders.htm>

Crow Tribal Council (No Date). Downloaded from the Internet February 7, 2006 from www.crownations.net

Curtis, S. (2004). "Confluence of Cultures," *Montana Outdoors*. September/October 2004. Downloaded from the Internet February 7, 2006 from <http://fwp.mt.gov/mtoutdoors/HTML/Articles/2004/HeadwatersSP.htm>

Fort Belknap Indian Community (2003), Gros Ventre and Assiniboiné Tribes, Official Website. Downloaded from the Internet February 7, 2006 from <http://www.fortbelknapnations-nsn.gov/index.htm>

Fort Peck Tribal Executive Board (No Date). Downloaded from the Internet February 7, 2006 from www.fortpecktribes.org

Horse Capture, J.D. (No Date). Gros Ventre (A'ian'), *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_013700_grosventre.htm

Kappler, C. J. (Editor). (1904). Fort Laramie Treaty (1851), *Indian Affairs: Laws and Treaties, Vol. II, Treaties*. Washington: Government Printing Office, 1904. Downloaded from the Internet February 7, 2006 from <http://digital.library.okstate.edu/kappler/Vol2/treaties/sio0594.htm>

Kipp, D.R. [Blackfoot, Piegan Institute, Blackfoot Indian Reservation (No Date). *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_004300_blackfoot.htm

Landon, C.R. (1993). *American Indian Contributions To Science and Technology*, Appendix B, American Indian Pharmaceuticals: Some Important American Indian Pharmaceutical Plants. Portland Public Schools Geocultural Baseline Essay Series. www.pps.k12.or.us/depts-c/mc-me/be-ai-sc.pdf

Little Shell Tribal Council (No Date). Downloaded from the Internet February 7, 2006 from www.littleshelltribe.us

Lone Hill, K.D. [Oglala Lakota, Oglala Lakota College, Kyle, South Dakota] (No Date). Sioux, *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_036100_sioux.htm

Miller, D.R. [Saskatchewan Indian Federated College, University of Regina] (No Date). Assiniboine. *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_003100_assiniboine.htm

Montana Department of Transportation (2006). Montana Maps, Interactive Maps American Indian reservations. <http://www.nris.state.mt.us/gis/gisdata/lib/downloads/ab9.gif>
MontanaKIDS, Travel Montana, State of Montana Department of Commerce (2006). "Montana Indian Reservations." Downloaded from the Internet February 8, 2006 from <http://montanakids.com/history.htm>

Old Coyote, B. [Crow, Little Big Horn College, Crow Agency, Montana] (No Date). Crow, *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_009300_crow.htm

Shore, F.J. [University of Manitoba] (No Date). Cree. *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_009000_cree.htm

Straus, T. [University of Chicago] (No Date). Cheyenne, Northern, *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_006700_cheyennenort.htm

Tanner, H.H. [Newberry Library, Chicago, Illinois] (No Date). Chippewa (Ojibwa). *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_026100_ojibwa.htm

Treaty of Fort Laramie (1851). *Encyclopedia of North American Indians*, Houghton Mifflin Company. Downloaded from the Internet February 7, 2006 from http://college.hmco.com/history/readerscomp/naind/html/na_040400_treatyfl1851.htm

University of Nebraska Press (No Date). *Introduction to Volume 4* [Lewis and Clark Journal Entries], "Fort Mandan, North Dakota, to Three Forks of Missouri River, Montana." April 7–July 27, 1805. Downloaded from the Internet February 7, 2006 from <http://lewisandclarkjournals.unl.edu/introduction.v04.html>

Attachment A: Plants Identification Worksheet Plants found at Missouri Headwaters State Park¹

Common Name	Use	
	Food	Medicine
Choke Cherry		
Golden Currant		
Plains Prickly-pear Cactus		
Tall Tumble-Mustard		
Western Blue Flax		
Wild Chives (onions)		
Wild Licorice		

¹ Montana Plant Life Website: <http://montana.plant-life.org/>

Montana's American Indian reservations

